

**Cana Catholic
Primary School
Hillside**



2021

Annual Report to the School Community



Registered School Number: 2021

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Minimum Standards Attestation

I, Carmen Blatti, attest that Cana Catholic Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

06/04/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

Cana Catholic Primary School is an educational community of Faith.

As parents, students and staff, we are...

United in Faith,

United in Learning,

United in Wellbeing,

United in Shaping our World.

In our foundation story, we hear “Do What Jesus Tells You”

United in Faith

- We hear and proclaim Jesus and the Gospel values, through word, prayer, liturgy and example.
- We teach and learn about our faith in the tradition of the Catholic Church.
- We value and nurture the partnerships within our School, Parish and wider community.

United in Learning

- We provide a safe, inclusive and supportive learning environment.
- We implement a curriculum that is accessible, challenging and transforming.
- We provide opportunities for students to develop characteristics of an effective learner.

United in Wellbeing

- We recognise and celebrate the uniqueness of each other.
- We strive for all to have a sense of belonging through respectful relationships.
- We are committed to the safety and wellbeing of each student, staff member and family.

United in Shaping our World

- We show gratitude for what we have and act for social justice.
- We share in the responsibility to care for our common home, Earth.

We empower all members of Cana to contribute to the school, the wider community and the world.

School Overview

Cana Catholic Primary School is located in the suburb of Hillside in the Outer North West of Melbourne. Cana is the third Catholic primary school in the Parish of Sacred Heart / Emmaus where a strong link between the Parish and the school is valued and nurtured.

The suburb of Hillside continues to experience some growth and development of homes and infrastructure. Our community is made up of many young families. The ethnic background in the main is second generation European, with a few Asian families and an increasing number of families from Africa and the Sub-Continent. We also have families from Syria and Iraq. The employment background of the parents generally falls within semi-professional, professional and self-employed areas. However, there are some families who access Centrelink benefits.

The school was established in 2004 with 85 students. In 2021 we had an enrollment of 365 students. The school had 18 classes. Specialist areas taught were Prep to Six Language (Italian), Visual Arts, Performing Arts, Library, Health/P.E. and STEM.

Cana promotes the safety, wellbeing and inclusion of all students and is committed to providing a safe environment. We celebrate the achievements of all students and enjoy the uniqueness each of them brings to the school.

Our students and the community enjoy the use of a purpose built art room, attractive administration building, staff/resource room along with a generous technology-rich library/resource center.

The school is fortunate to have spacious playing areas for students inclusive of shaded playground equipment and two basketball courts. The students enjoy an extensive synthetic grass soccer/football oval and running tracks. The students also have an open attractive paved surface with painted games and reflective areas.

Our Community has the use of a multipurpose hall where the whole school is able to gather for meetings and celebrations. The hall also provides a large space to host a before- and after-school program to support working families and other whole school events/activities. Cana school maintenance and cleaning is outsourced.

Cana Catholic primary school is one of the primary feeder schools for Catholic Regional College Caroline Springs and North Keilor with the majority of our year 6 students attending CRC Caroline Springs.

Cana continues to be a Catholic primary school community that is welcoming and always seeks ways to forge strong partnerships with our families and the wider community.

We are grateful for the teamwork of all staff and parents who work so closely to make Cana a safe, and engaging Catholic school to belong to.

Our school motto 'Do What Jesus Tells You' remains our mission and our inspiration.

Principal's Report



As principal of Cana Catholic Primary School, it is a pleasure to present the Annual School Report for the 2021 school year. We began 2021 with enthusiasm working through our school's Annual Action Plan and addressing our goals with enthusiasm. However we quickly saw the challenges that COVID-19 continued to present.

The school and the Parish were required to work within the safe limitations mandated by government authorities. The school continued to provide remote learning experiences which engaged students as best as possible, and Fr. Maurie (Parish priest) worked to maintain strong connections with the staff, students and families through his weekly newsletter communication.

Parents, students and staff all are to be commended on the manner in which they confronted the challenges COVID-19 presented in 2021.

Despite all the challenges, the students at Cana worked hard and with support from the school and families were able to generally get through the remote learning experience.

Transparent communication was a priority throughout the challenging lockdown/remote learning period for all - parents, students and staff.

Students without access to devices at home were equipped with them to work remotely. Parents, students and staff required professional learning to ensure learning was delivered effectively and that progress and achievement could be monitored/assessed and extended.

You, the parents, were outstanding in your trust and collaboration with staff. The students saw first-hand the true meaning of **working in partnership**. The home and the school forged an authentic learning partnership - this saw the students supported in their learning and responding positively to the unexpected circumstances.

The impact of COVID-19 was felt at every level across our school. Students, parents and staff all rose to the challenge and demonstrated great resilience throughout remote learning periods.

The Students

- Each student was supported in their learning to experience success.
- Differentiation of learning always stood at the forefront of planning.
- Provision and support for psychological, emotional and social needs was considered as best as was possible.
- Every student was encouraged and engaged through their online learning to grow and achieve success.

The Parents

- Parents and guardians worked collaboratively with teachers to oversee the learning in the home environment.
- Parents and teachers became closely aligned in monitoring the engagement and wellbeing of each student.
- Parents were welcomed and encouraged to reach out to the teacher for further support for flexible/remote learning.
- The school and parents communicated and shared explicit expectations, 1. **Participation in learning**, 2. **Presentation of work** and 3. **On line behavior** were be a high priority.

The Staff/School

- Student wellbeing, along with remote and flexible learning was always at the forefront.
- All learning was directed and monitored by the classroom and specialist teachers using Google Classroom, a platform used across the school.
- A structured timetable was encouraged and communicated to parents. This allowed students to continue to understand their learning would continue in the new environment and that it was valued. Teachers scheduled times to meet with individuals/small groups of students.
- Strong collaboration between the home and school was very important.
- Teachers provided a blended learning model which included both independent learning where teachers posted learning activities online, as well as real-time collaborative learning.
- Teachers continued to differentiate the learning intentions which ensured individual student needs were considered and addressed.
- Learning support staff were also linked through scheduled times to support individual students.
- The learning wellbeing leader and the psychologist would regularly communicate with teachers and parents in order to ensure the mental health of students was monitored.
- Vulnerable students (ie students with identified learning challenges, social /emotional needs) were particularly supported throughout the remote/flexible learning period and often these students would be invited/encouraged to work onsite, where the school could offer safe, supported learning for students who required additional support/supervision to experience success.

For those who required extra social or emotional support, Cana sought the help and intervention of the school psychologist to set up online meetings. This one-to-one time provided students with an opportunity to voice their concerns, fears and sensitivities. The psychologist would monitor these students with weekly scheduled online support sessions.

Upon returning to learning and teaching onsite in Term 4, 2021, Cana adopted focused and intentional strategies. All staff worked on the following three strategies:

1. **Reconnecting:** Students reconnected with their teacher, classmates and friendship groups.
2. **Growth:** Data was acquired to indicate growth, identify challenges and inform learning goals.
3. **Transition:** Students were supported in readiness for a new school year.

Education in Faith

Goals & Intended Outcomes

Goal

To develop a whole school pedagogical approach based on evidence to achieve growth for all.

Intended Outcome(s):

- That a shared pedagogical framework is developed and aligned with the school vision and curriculum frameworks.
- That all staff are proficient in the use of data and curriculum, through rigorous, consistent and effective practice focused on growth.

Achievements

Beginning of Term 1- Staff Formation and Eucharist Celebration

Staff started the year with a Federation Mass and a combined Staff Formation Day at Emmaus School. Fr Maurie (Parish Priest) was the celebrant. The day was facilitated by Pauline Cicutto from Melbourne Archdiocese of Catholic Schools (MACS). The focus of the day was to orientate the staff to the New Religious Education Curriculum Framework.

The New Religious Education Curriculum

Leaders led teachers through the new Religious Education Curriculum through fortnightly planning. The pedagogy of Encounter was explored each week. During facilitated planning sessions, teachers and leaders engage in rich and thought-provoking dialogue that facilitates the spiritual development of staff and students. It is within these sessions where teachers plan for the students to experience deep learning of the Traditions of the Catholic faith and in building spiritual awareness.

Online/remote Religious Education Sessions

Students were engaged in online/remote Religious Education sessions with their teachers during Victoria's COVID 19 Lockdown period.

VALUE ADDED

Staff attended and contributed in a Family Sacramental Day in preparation for Confirmation.

Year 6 families preparing for the Sacrament of Confirmation, attended a Sacramental evening titled *Sacraments 2- Confirmation*. The focus of these evenings is to deepen the parents' and children's understanding about the Sacrament of Confirmation. These sessions were facilitated by Father Maurie, with the assistance from school leaders and staff.

Year 6 Sacrament of Confirmation

Prior to the Sacrament of Confirmation, Father Maurie (as delegate from Most Rev Peter A Comensoli, Archbishop of Melbourne) spoke to the Year 6 Confirmation candidates. He spent time going through the concepts covered in *Sacraments 2- Confirmation*.

Ash Wednesday Mass

Ash Wednesday Mass was celebrated at Cana as a whole school Mass.

Grade 2 Virtual Classroom experience

The grade 2's connected live with the Grade 2's from Emmaus school and spoke about being one in the Federation; 3 Schools, 2 Churches, 1 Parish.

Morning Remote Prayer

During flexible/remote learning, students engaged in daily prayer with their teachers.

Learning & Teaching

Goals & Intended Outcomes

[Goal(s):

- To develop a whole school pedagogical approach based on evidence to achieve growth for all.
- To build a performance and development culture underpinned by collaboration, reflection and feedback.
- To strengthen partnerships within the school and wider community to enhance student wellbeing and learning.

Intended Outcome(s):

- That a shared pedagogical framework is developed and aligned with the school vision and curriculum frameworks.
- That all staff are proficient in the use of data and curriculum, through rigorous, consistent and effective practice focused on growth.
- That all staff are actively engaged in a performance and development cycle.
- That students' are empowered and active learners, able to participate fully in the life of the school and wider community.
- That families are actively engaged to participate in the life of the school.

Achievements

At Cana Catholic Primary School, much of our focus was on continuing to develop a relevant and rigorous learning community and providing a curriculum that challenges and empowers all students to be successful and engaged with the highest quality pedagogy and where teaching is intentional and purposeful. Our school curriculum is based on the Victorian Curriculum, and shared experiences of learning and teaching. This assists in co-creating with teachers and delivering a rich curriculum that is engaging, stimulating, challenging and caters for a wide range of abilities and interests. However, our goals were significantly impacted once more in 2021 by the COVID-19 pandemic and the continuation of Remote and Flexible Learning for a period of 16 weeks of the school year, which stretched across the four terms.

In 2021, we progressed with developing shared expectations and understandings that aligned with our school vision and engaged in professional development to continue to build pedagogical practice and quality teaching practices. During remote and flexible learning, the leaders continued to develop our School Improvement Plan (SIP) and Annual Action Plan (AAP). Cana leaders engaged and explored quality teaching practices with the assistance of the Principal Consultant - Sandra Ritchie from Melbourne Archdiocese Catholic Schools . We worked on a timeline to adjust and implement the goals and intended outcomes for the SIP and AAP.

Assessment practices and programs were explored for both Literacy and Numeracy to assist teachers in adjusting learning and teaching for more accurate differentiation. Professional development of online learning platforms continued as we moved to Remote and Flexible Learning once more. The new staff needed to learn very quickly what Google Classroom was about and how to implement this for Remote and Flexible Learning. Our online digital platform, Google Classroom, became paramount to the success of Remote and Flexible Learning. This provided an ideal way to post videos explaining learning tasks, upload work to be completed as well as provide feedback to the children about their learning.

Keeping a connection with the children was also important so we scheduled morning Google Meets to greet and maintain the connection with the children as well as schedule whole class and group sessions, this assisted us in being able to explicitly teach. Our challenge was knowing that the experiences teachers design at school cannot be simply replicated through distance learning. In particular, the learning that occurs through social interactions between teachers and children could not be recreated in the same way remotely. It required staff to think differently and adapt when responding to the challenging circumstances we were confronted with, whilst maintaining the continuity of learning for the children and embracing new opportunities for children to learn in authentic and meaningful ways. Staff regularly emailed parents, to answer questions and support student learning needs.

Knowing that the previous year 2020, the beginning of COVID, brought about missed learning opportunities for children in the mainstream classroom, the government introduced a Tutoring Funded Program in 2021. This was a comforted relief for the children that we were able to employ four tutors to specifically work with these children on their learning gaps that were identified by the classroom teacher in 2020. The children had success and made some growth with the intensive support provided by the tutors.

We continued to implement and refine a rigorous assessment schedule throughout the year. We continued to follow our assessment schedule and this was supported by additional assessment tasks, including Essential Assessment in Mathematics. Students completed reading assessments through Google Meets, and Math assessments were developed to assess growth and misconceptions in student learning.

We continued to invest in new ways to engage our learners through the use of technology. The curriculum leader and the technology leader played a critical role in providing professional learning and support to ensure that we incorporated digital technologies across all areas of the curriculum. Our Year 5 students were introduced to a 1:1 Chromebook program to support their learning in digital technologies. The Macbook 1:1 program is beginning to phase out with the introduction of Chromebooks. The school's significant investment in digital technologies over the preceding years allowed students to work efficiently throughout our remote learning program and take

part in live, online lessons. The school loaned Macbooks and iPads out to families to ensure all students were given the opportunity to participate in remote learning.

STUDENT LEARNING OUTCOMES

Cana's NAPLAN results for Year 3 from 2019 to 2021 have shown a slight decrease, especially in the areas of Numeracy, Spelling and Writing. We were 100% in 2019 and in 2021 we roughly decreased by 2%.

NAPLAN for Year 5 showed a decrease in Grammar and Punctuation from 100% in 2019 to 92.3% in 2021. A decrease of 7.7%. This was a significant decrease for this NAPLAN area.

This followed suit for Numeracy from 100% in 2019 to 98.1% in 2021. Also a decrease of 1.9%.

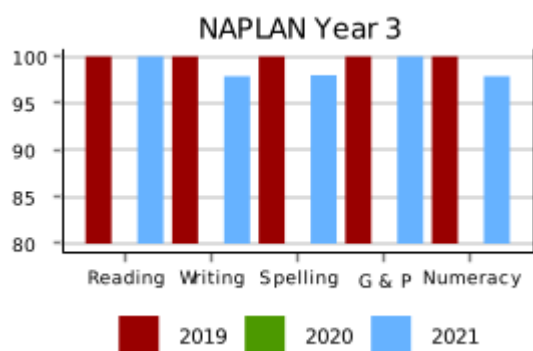
However, Year 5 Spelling increased from 95.7% in 2019 to 96.2% in 2021. This showed an increase of 0.5%.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	97.9	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	98.0	-
YR 03 Writing	100.0	-	-	97.9	-
YR 05 Grammar & Punctuation	100.0	-	-	92.3	-
YR 05 Numeracy	100.0	-	-	98.1	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	95.7	-	-	96.2	-
YR 05 Writing	100.0	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- To strengthen partnerships within the school and wider community to enhance student wellbeing and learning

Intended Outcome(s):

- That students are empowered and active learners, able to participate fully in the life of the school and wider community.
- That families are actively engaged to participate in the life of the school.

Achievements

Onsite Provisional Counsellor

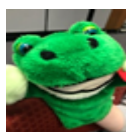
Cana undertook a provisional counsellor. The counsellor provided one to one and group therapy support classes for students ranging from Foundation to Grade 6 over two days a week. The provisional counsellor also worked closely with the Student Wellbeing Leader to provide social and emotional sessions for students both onsite and weekly during remote learning.

Extended Partnerships

Cana worked in collaboration and in partnership with Travancore School and Mackillop Services in support of students at school.

‘Team Around the Child’

Cana adopted the ‘Team around the Child’ approach where professionals such as psychologists, speech pathologists, occupational therapists all came together and met with Cana staff and the families of students. The intention of these meetings is to collectively plan effective goals and strategies to ensure students achieve success socially, emotionally and academically.



Kelso the Frog

The birth of Kelso the Frog occurred during remote learning. Kelso is a mascot that reminds students of ways of dealing with ‘small problems’ that students are encouraged to solve themselves. Kelso also provided support in the learning of the Zones of Regulation.

Online Wellbeing Resource Page for Families to Access Weekly via School Website

Each week during remote learning, the Cana community were provided with wellbeing resources through the school website. Mental health organisations and strategies to deal with remote learning were amongst the many resources provided to Cana families.



VALUE ADDED

First Aid Procedures

All staff were trained in First Aid and CPR

Zones of Regulation Initiative

Teachers were provided with professional development in the Zones of Regulation, led by the Student Wellbeing Leader. The Zones has been initiated in each classroom as a strategy for students to regulate and identify tools that they can use to manage their emotions.

Transition-Pre prep

Pre prep students and their families were invited to two online meets. The topics of School Readiness and Personal and Social Development were explored and strategies and ideas were shared with the families.

Transition- Grade 6

Grade 6 teachers with the support from the Deputy Principal, Student Wellbeing and Learning Diversity Leader met with staff from Catholic Regional Collage to discuss important information regarding Cana students and their transition into high school.

STUDENT SATISFACTION

The following information depicts data from the 2021 MACSSIS Student Survey:

Students data reflecting School Engagement and Teacher- Student Relationships has remained the same as 2019 and above MACS average.

School sense of belonging to their school and their learning dispositions have remained above the MACS average.

Student voice has remained the same as 2019 and is an area of opportunity

Other opportunities for growth include student's sense of safety as data shows slightly lower than MACS average

STUDENT ATTENDANCE**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	94.4%
Y02	93.5%
Y03	94.5%
Y04	92.9%
Y05	94.7%
Y06	95.4%
Overall average attendance	94.2%

Child Safe Standards

Goals & Intended Outcomes

At Cana we believe child safety is everyone's responsibility. It is our goal to:

- To empower students to be independent, resilient and responsible members of the community.
- To provide a safe environment for all students.
- To ensure all children have the strategies to seek help if they feel unsafe.

Achievements

In continuing to prioritize Child Safety at Cana, the school has:

- Continued to strengthen our Child Safe Policies and continue embedding this practice into everyday life.
- Maintained a commitment to training of teaching and non-teaching staff and volunteers.
- Continued monitoring 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'.
- Continued implementing the Cana Characteristics in order to empower students in their learning.
- Addressed risk management practices when planning school activities and events.
- Continued to implement the development of 7 Child Safety Standards.

Each staff member has also:

- Read, agreed to and signed the Code of Conduct (Standard 3).
- Been made aware of the protocols required for complying with Standard 4 (Identifying and Responding to All Forms of Abuse in Victorian Schools).
- Completed an online Mandatory Reporting Module.
- Attended staff meetings - explaining the Ministerial Order 870 (Reportable Conduct).

Additional measures implemented around Child Safety at Cana include:

- Staff Professional Learning Times (PLTs) dedicated to revisiting Cana's procedure around reporting processes regarding child safety.
- Facilitated planning discussions around sexual behaviours in children and young people and supporting children with disclosures.
- Using the Human Resources Practices i.e. Employment of Staff, Engagement of Contractors and Volunteers in the school.
- Keeping parents informed via the school newsletter, website, signage around the school about school expectations regarding Child Safety.
- Continuing to give parents the opportunity to attend cyber-safety meetings.
- Providing parent education in promoting Child Safety policies and protocols.

Leadership & Management

Goals & Intended Outcomes

Goal:

To develop a whole-school pedagogical approach based on evidence to achieve growth for all.

Intended outcomes:

That a shared pedagogical framework is developed and aligned with the School Vision and curriculum framework.

Goal:

To build a performance and development culture underpinned by collaboration, reflection and feedback.

Intended outcomes:

That all staff are actively engaged in a performance and development cycle.

Achievements

- The principal prioritized remote meetings with curriculum leaders and the whole staff on a weekly basis in order to provide opportunities for wellbeing checkins, professional discussions and strategic planning.
- Feedback was received from School Leaders in Curriculum, Religious Education, Wellbeing and Learning Diversity in their areas of responsibility.
- Enhanced communication protocols were implemented with scheduled remote staff and team meetings. Agendas/minutes were maintained.
- The principal sought contributions from staff, enabling discussions and decisions shared and owned by staff to promote a safe supportive working environment
- Curriculum leaders monitored the planning and delivery of learning goals. Curriculum leaders also monitored data providing evidence of student growth and implemented intervention plans for students who were not making gains in their learning.
- With COVID-19 restrictions, staff worked collaboratively to implement an effective remote and flexible learning environment.
- Due to COVID-19, protocols for effective, timely and regular communication were implemented to ensure relevant information was shared with families and colleagues. This ensured staff were kept informed and up to date with any critical COVID developments and responses/actions..
- IT capacity was established and improved to allow all educators to work remotely as required. Teachers and learning support officers excelled in their planning and delivery of learning experiences during remote and flexible learning. Some worked onsite and others worked remotely.
- COVID Safety Plans and protocols were implemented as the highest priority and regularly updated and communicated to all staff and parents.
- Devices were provided to students who requested them while learning from home.

- Onsite supervision and support was provided for vulnerable children and children of essential workers. This was embraced by staff, who were caring and understanding of the individual learning needs of children on site.

I wish to commend and acknowledge the exceptional work of all staff, and comprehensive planning and delivery of learning activities during the remote and flexible learning period. Each staff member accepted the unprecedented circumstances and worked in a generous and profound manner to personalize learning experiences and support students to overcome challenges. Staff also answered the call to demonstrate care and understanding in relation to the wellbeing of students who sometimes found themselves isolated. Their teachers would always be a comfort in reassuring them and staying connected.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

In 2021, Professional Learning included:

- Development of an Annual Action Plan for 2021.
- Understanding the 'Zones of Regulation'.
- Effective feedback.
- NCCD evidence collection, case study and moderation.
- ROSAE (Record of Student Adjustment and Evaluation).
- Understanding Autism by Sue Larkey.
- Cyber Safety.
- Writing Personalized Learning Plans.
- Timperley model of student assessment and data analysis.
- Effective Distance Learning strategies such as the use of Google
- Assessment and Reporting during Remote Learning.
- Writing effective learning intentions and success criteria.
- "Team Around the Child".

Number of teachers who participated in PL in 2021	35
Average expenditure per teacher for PL	\$550

TEACHER SATISFACTION

The following data was collected following a school survey required by MACS -
Melbourne Archdiocese Catholic Schools

- Staff and students working in a safe environment positive gains
- School Climate positive gains
- Staff/Leadership relationship positive gains
- Feedback to staff slightly lower (We believe COVID impact is reason)
- Instructional Leadership positive gains
- Professional Learning positive gains
- Collaboration in teams slightly lower (We believe COVID impact is reason)
- Support for teams positive gains
- Collective efficacy positive gains

ALSO

- Teachers rated the communication during remote and flexible learning as very strong. .
- Teachers rated the level of personalized student check-in during remote and flexible learning as very high.
- Teachers rated the level of professional support by leadership as very high.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	94.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.8%
Graduate	21.1%
Graduate Certificate	5.3%
Bachelor Degree	89.5%
Advanced Diploma	21.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	34.0
Teaching Staff (FTE)	27.6
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	12.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal:

To strengthen partnerships within the school and wider community to enhance student learning and wellbeing.

Intended outcomes:

- That students are empowered and active learners, able to participate in the life of the school and the wider community.
- That families are actively engaged to participate in the life of the school.

Achievements

The Parents and Friends committee worked with a spirit of generosity to plan hospitality and fundraising activities. Their efforts were focused on building connections and working in partnership with the school to benefit the students.

They worked in collaboration with the Principal to:

- Contribute to the wellbeing of the school community.
- Encourage the participation of all parents in the life of the school and the education of their children.
- Provide opportunities for parents to meet, in particular the new families at the school.
- Raise funds for the benefit of the school.
- Provide special events/activities for students throughout the year.

The 2021 school year began with a positive, hopeful spirit. However, early in the school year, COVID-19 once again impacted many planned events.

Communication via Google Meets was strengthened and became the ongoing vehicle for keeping in touch. Staff ensured the connection between the home and the school was maintained as our highest priority.

- Meetings were moved to an online space and wellbeing activities were included to support and engage children and families.
- Communication with families remained strong through our online meetings and regular newsletters.
- Once we returned to onsite learning, parents supported and complied with new arrangements (e.g., Covid Safe protocols - mask wearing, sanitizing before entering any school building, maintaining safe density numbers as specified in all areas, morning drop-off and afternoon pick-up protocols).

Cana values and embraces opportunities to strengthen home/school connections and we work in partnership with our families to provide high quality, personal social and academic outcomes for their children.

I wish to commend all our families who continued to support their child's learning through a remote learning platform in 2021 and worked collaboratively to ensure we maintained a positive mindset and safe school for our students and wider community.

PARENT SATISFACTION

The following data was collected following a school survey required by MACS -

Melbourne Archdiocese Catholic Schools

- School Fit- Cana achieved significant growth in this area. School Fit measures families' perceptions of how well a school matches their child's developmental needs.

ALSO

During remote and flexible learning we sought parents' feedback to assist with our decision making processes and evaluate our practices. These are some general reflections from the data we collected:

- Parents generally rated our communication processes as strong and effective.
- Parents rated our learning experiences during remote and flexible learning as effective as teachers addressed individual needs.
- Parents rated our level of personalized student check-in during remote learning as very high with excellent consideration to pastoral needs and the general wellbeing of students.

Future Directions

At Cana Catholic Primary School, our Faith inspires an environment that is inclusive and engaging for all. Our mission is to work together with our whole school community to:

- Develop a whole school pedagogical approach based on evidence to achieve growth for all.
- Build a performance and development culture underpinned by collaboration, reflection and feedback.
- Strengthen partnerships within the school and wider community to enhance student wellbeing and learning.

Our overall intention is to provide a Catholic primary School where we foster a professional culture promoting effective teaching , higher levels of student achievement and a strong sense of belonging, where positive relationships thrive.